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ABSTRACT

Although school board members are not always viewed as part of a school's administrative team, their role in policy formation and in other aspects of school administration requires attention to their competency levels. This research examined training needs for school board members, superintendents, and principals. The present report covers Kansas school board members, focusing on job performance needs and related skills. The Educational Administration Skills Inventory (EASI) was used to produce importance and performance data on 14 administrative activities and 16 behavioral skill dimensions. The data were handled descriptively and statistically to establish importance/performance gaps representing training needs. A multiple regression technique was used to determine the associations of particular skill dimensions with the projected activity needs of persons serving as board members. This model helped identify areas of greatest need and the particular skills associated with each administrative activity. Skills needing improvement were judgment, decisiveness, oral communication, risk taking, stress tolerance, educational values, and political astuteness. Activity areas needing attention were budget development, long-range planning, program evaluation, school climate, community relations, and staff development. Suggestions were provided for translating the combination of activities and skills into developmental programs for board members, based on the precise data produced. Included are 11 tables and 7 references. (MLH)

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School Board Members' Training Needs: A Determinative Model

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School Board Members' Training Needs:
A Determinative Model

Abstract

The purpose of this study was to examine training needs for school board members, superintendents, and principals. This particular report covers Kansas school board members, focusing on job performance needs and the skills associated with them.

The EASI instrument--Educational Administration Skills Inventory--was used to produce importance/performance data on fourteen administrative activities and sixteen behavioral skill dimensions.

The data were handled descriptively and statistically to establish importance/performance gaps representing training needs. A multiple regression technique was used to determine the associations of particular skill dimensions with the projected activity needs of persons serving as board members, superintendents, or principals. The model made it possible to recognize areas of greatest need, as well as the particular skills that tend to associated with that administrative activity. Finally, suggestions were provided for translating the combination of activities and skills into developmental programs for each group, based on the precise data produced.

School Board Members' Training Needs:
A Determanitive Model

Introduction.

School board members are not always thought of as part of a school's administrative team, yet their role in policy formulation, as well as other aspects of operating a school system, requires attention to the level of their competencies. To acknowledge that need and to bring the training and inservice training needs into closer proximity seems to be an appropriate goal. The purpose of this study was to examine training needs for Kansas school board members, superintendents, and principals. This report covers Kansas school board members, focusing on job performance needs and the skills associated with them.

Studies on needs assessment have taken many forms, but most often have focused on attitudes toward the study of a particular topic: whether the potential students (or the community) prefer one subject or another. This study was designed to follow a variation of an idioghraphic learning model (Laten and Katz, 1975). The process includes:

1. A description of the job environment.
2. Performance expectations for the job-holders.
3. Behavioral descriptions of an individual's performance or a group of individuals.
4. A data summary.
5. A set of reasonable expectations or

program recommendations for groups or individuals.

Information on the job environment was produced by preselection of the job categories, the region, and demographic data provided by respondents. Job expectations were provided by "importance" ratings on fourteen administrative activities and sixteen behavioral skill dimensions. Performance ratings were provided by perceptions of "performance" of specific persons on the same activities and on forty-three behaviors, the behaviors keyed to skills. The data were compiled on the basis of groups in order to translate the information into usable programs.

Several assumptions underlie the approach to identifying and understanding performance needs:

1. Changes in the environment or in the job change both the opportunity and the need for particular behaviors.
2. Significant gaps between "importance" and "performance" suggest appropriate areas of need.
3. Behavioral items within an instrument or to be observed should be those clearly associated in the literature with particular skill dimensions.
4. Behavioral items that consistently tend to be associated with the effective performance of job activities represent legitimate additions

to program designs.

5. The data analyzed to determine needs should have specific instructional implications.

EASI--The Instrument.

The Educational Administration Skills Inventory is based on one hundred items of information. Eight items ask demographic information related to the respondent; five ask for demographic information about the person identified for performance estimates. The remaining items asked each respondent to rate the importance of a particular behavioral skill dimension with reference to a particular administrative position: board member, superintendent, or principal. The rating categories employed a 7 point Likert-type scale. He/she was then asked to rate the importance of fourteen activities with reference to a specific position. The instrument then asks that the performance of a specific person in that district be rated on the basis of performance of each activity. The last part of the instrument asks for a rating of that person's performance on forty-three specific behaviors, each keyed by definition and usage to a behavioral skill dimension.

The major portion of the activity items are those identified by the National Association of Secondary School Principals as the primary activity categories associated with the principalship (McCleary and Thompson, 1979). Added to that list were several additional activities listed by the American Association of School Administrators (Hoyle,

English, and Steffy, 1980). The combined lists form a set of appropriate activities for all school administrative posts, including board members. Higher ratings of importance should define appropriate activities for each job category.

Twelve of the sixteen skill dimensions were taken from those used by NASSP in a national program of assessment centers for the selection of school principals. These include problem analysis, judgment, organizational ability, leadership, sensitivity, decisiveness, range of interests, personal motivation, educational values, stress tolerance, oral communication, and written communication. Definitions and the behaviors keyed to skills were those used by NASSP (Schmitt, 1980). Four skill dimensions often associated with school administrative jobs were added: conflict management, political astuteness, risk taking, and creativity. Of the forty-three behaviors assessed with a semantic differential scale, all were selected as the primary behaviors associated with particular skill dimensions--two, three, or four items keyed to each dimension. The EASI instrument is a part of the appendix.

During development, fifteen persons were selected as experts in the area of school administration or in the operation of NASSP assessment centers to review the instrument. There was no rejection of items and none were recommended to be added to either the activities or specific behaviors sections of the instrument. Suggestions were made for improved wording of nine items, and this was done. The

fifteen persons included a State Commissioner of Education, a Dean of a College of Education, three directors of regional assessment centers, three university professors of educational administration, three superintendents, and four principals.

After these changes, the EASI instrument was presented to two groups of graduate students in educational administration, a total of thirty-five participants. These volunteers were teachers preparing to become school administrators. They were asked to complete the instrument in relation to the job of the principalship and to provide performance ratings for their current, or most recent, principal.

The SPSS program, "Reliability" (1983), was run, grouping items in terms of Activities/Importance, Skills/Importance, Activities/Performance, and Skills/Performance. The sixteen skill dimensions, including behavioral items assigned to each, also produced reliability scales. For the first four areas above, Gutman split-half r's were .89, .85, .84, and .85. Spearman-Brown r's were .89, .85, .85, and .86. Gutman split-half r's for the sixteen skill dimensions ranged from .71 to .92, with a median of .88. Spearman-Brown r's ranged from .71 to .99, with a median of .89.

This pilot test group was also asked to mark items which were unclear or ambiguous. Twenty-one items were changed in wording, but no items were deleted and none were added.

The SPSS program, "Reliability" (1983), was also run using the returns from the study. Gutman split-half r's for the four primary divisions were .88, .86, .89, and .92. Spearman-Brown r's for these four groups were .89, .87, .89, and .92. For the sixteen skill dimensions, "Reliability" produced Gutman split-half r's between .49 and .89, with a median of .83. Spearman-Brown r's were between .62 and .96, with a median of .86. In terms of the four major areas, reliability scales are as high or higher for the study respondents as they were with the original test group. For the greater breakdown related to the skill areas, the reliability scores for respondents were somewhat lower on some items. Those with lowest r's involved only three scale items.

The SPSS program, "Reliability" (1983), was also run using the returns from the study, breaking the total sample into responses from board members, superintendents, and principals. The following are reliability estimates for board members only. Gutman split-half r's for the four primary divisions were .86, .83, .87, and .93. Spearman-Brown r's for these four groups were .86, .83, .87, and .93. For the sixteen skill dimensions, "Reliability" produced Gutman split-half r's ranging from .74 to .91, with a median of .88. Spearman-Brown r's were between .79 and .99, with a median of .89. In terms of the four major scales, r's were well above the standards generally required in screening tests and nearing the .90 level.

The Sample.

There are 304 independent school districts in Kansas. Instruments were sent to 304 school board presidents, 304 superintendents, and 304 principals. The 304 principals were randomly selected using random numbers identified by an Apple IIe random number generator, 152 from secondary schools, and 152 from elementary schools. There are 1621 school principals in Kansas. Three hundred fifty-five instruments were returned, representing a 39% return.

Within each group of 304, 101 respondents were asked to mark items related to importance for one of the three job categories: board member, superintendent, or principal. These included fourteen activity areas and sixteen skill dimensions. The same 101 were then asked to rate the performance of a specific person occupying that position within his/her district on the fourteen job activities and on forty-three individual behaviors that were keyed to the corresponding skill dimensions. Principals identified for performance ratings were randomly selected based on the number of schools within the district. Respondents were asked to respond concerning board members in terms of "the board as a group".

Forty-three behaviors were identified as semantic differential items, rated on a seven point scale, on the basis of the degree to which a person has exemplified that behavior over the past year. Behaviors identified for the study were those most commonly attached to skill dimensions

as a basis of measurement.

Methods.

The complete series of needs assessment studies includes need profiles for board members, superintendents, and principals. This one focuses attention on school board members.

The first derivation of needs was based on areas of least importance or areas of lowest performance ratings. Lists of both activities and skill dimensions were developed in all cases in which the gap between "importance" and "performance" was equal to or greater than ten percent. Lists were developed of those items deemed as areas of weakest, as well as those areas of strongest, performance. A final descriptive approach was a list of both activities and skill dimensions in which there was a gap of two levels in terms of rank. This approach was chosen to identify those activities and skill dimensions to determine which were important needs by virtue of consistently showing up under varying descriptive methods.

Ratings of importance and ratings of performance can be treated as interval data, but offers the bias of almost always producing an importance/performance gap. To avoid this halo effect and to provide a somewhat more difficult test of significance, a nonparametric method was chosen--Wilcoxon's Matched Pairs Signed-Rank Tests. For each skill dimension and each activity area, the difference between "importance" and "performance" was examined as those

differences were identified by board members, by superintendents, and by principals.

Both activity areas and skill areas were examined in terms of whether there was a statistically significant gap between "importance" and "performance" when board members were broken into subgroups based on sex, race, age, and size of district. Subgroups based on sex and race had too few female respondents and too few nonwhites for effective study, so only groupings based on age and size were reported.

A primary purpose was to examine particular conbinations of activities and skills, so that planning for instruction could combine sets of skills with appropriate activities. With each activity area as the dependent variable, the SPSS program, "Regression" (1983), was run to examine the degree to which behavioral skills influence performance on each activity. Independent variables included the sixteen skill dimensions entered in a stepwise manner. Establishing those relationships does not explain cause/effect relationships, but should serve as solid evidence of which skill areas tend to be consistently associated with effective performance in activity areas, with particular reference to the activity/ skill combinations for particular school management jobs.

Findings.

Table 1 lists the behavioral skill areas and the activity areas in terms of those with the greatest distance between "importance" ratings and "performance" ratings and in terms of levels of performance. Areas

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Table 1 Here

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common to both lists were oral communication, and risk taking. Others showing on the greatest-gap list, but not the other, included judgment, decisiveness, stress tolerance, sensitivity, and educational values. Other skill areas below the performance mean were creativity, written communication, organizational ability, conflict management, and problem analysis. Only staff development was listed from activities on both the greatest-gap list and the lowest-performance list. Four low-performance activities were also low-importance items for board members and were probably not thought of as appropriate board activities. These included supervision, student behavior, student activities, and records and accounting. These items, as well as staff selection, staff evaluation, and facilities management, received higher ratings on "performance" than on "importance". Curriculum development and staff evaluation also appeared on this listing of low-performance areas.

Areas of strength for board members included the skill dimensions of educational values, range of interests,

personal motivation, sensitivity, judgment, and political astuteness. Performance strengths in activity areas included community relations, facilities management, long-range planning, school climate, and staff selection. Not all of these items are supported by other information.

Table 2 identifies rankings of "importance" and rankings of "performance" for school board members as those were perceived by all respondents who were keyed to rate boards "as a group". Performance ranks greater that one level below

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Table 2 Here

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importance ranks were identified as need areas. Six skill areas show "performance" ranks that are lower than "importance". These included judgment, decisiveness, stress tolerance, oral communication, risk taking, and creativity.

Four activity areas show performance ranks that are lower than "importance". These were curriculum development, program evaluation, staff development, and long-range planning.

Table 3 graphs "importance" versus "performance" ratings in eight of the sixteen skill dimensions for board members.

Table 3 Here

Table 4 graphs the eight additional skill dimensions on the same basis.

Table 4 Here

Table 5 graphs "importance" ratings versus "performance" ratings for seven activity areas: curriculum development (CUR), supervision of instruction (SPR), program evaluation (EVL), staff selection (SEL), staff evaluation (ST), school climate (CL), and budget development (BGT).

Table 5 Here

Table 6 illustrates differences in "importance" ratings and "performance" ratings on seven additional activities: student activities (STD), records and accounting (ACC), student behavior (BEH), community relations (COM), facilities managemednt (BLD), staff development (SDV), and long-range planning (PLN).

Table 6 Here

Table 7 identifies those skill dimensions in which board members, superintendents, and principals perceive a significant difference between ratings of "importance" for board members and ratings of "performance" for board members. Four of the skill areas show significant discrepancies for

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Table 7 Here

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board members as perceived by all three groups. These include judgment, decisiveness, oral communication, and risk taking. Five areas were identified by superintendents and principals--but not by board members themselves--as skills needing improvement. These were: sensitivity, educational values, stress tolerance, political astuteness, and creativity. Superintendents perceived a need for improved leadership; while principals defined problem analysis and conflict management as areas suggesting improvement.

Table 8 presents significant discrepancies between board members' activity performances as viewed by board members, superintendents, and principals. Two areas were

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Table 8 Here

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seen by all three groups as having significant deficiencies: budget development and long-range planning. Superintendents and principals perceived two activity areas as having significantly different levels between "importance" and "performance": supervision of instruction in which board members were outperforming "importance", and community relations in which they suggest improved performances. Principals and board members agree that program evaluation and school climate represent needs. Principals alone suggest needed improvement for board members in activities related to school climate and staff development.

Table 9 identifies skill dimensions in which there is an importance/performance gap when board members are grouped by age and by size of the district. Performance gaps representing needs for improvement appear to be greater for

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Table 9 Here

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younger board members; particularly in the skill areas of leadership, sensitivity, educational values, conflict management, and creativity. Significant gaps appear for both age groups in the five skills identified in Table 7, as well as in stress tolerance. When board members are grouped by size, activities with significant gaps peculiar to those districts below 1000 include leadership, sensitivity, and creativity. Oral communication is seen as a problem for board members in districts below 4000 and those below 1000. Risk taking was viewed as a problem for very small and for very large districts. Skill deficiencies for districts of all sizes included judgment, decisiveness, and stress tolerance.

Table 10 identifies those administrative activities in which there are statistically significant gaps for board

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Table 10 Here

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members when board members are grouped by age and by the size of the district student population. Those under 45 are

perceived as possessing importance/performance gaps in school climate and staff development; those over 45 have perceived needs in staff evaluation. Those needs shared by both age groups include program evaluation, budget development, community relations, and long-range planning. There is also a shared significant gap in the activity of supervision of instruction, but the rating on "performance" is higher than the rating on "importance" for that variable. That is also true for the under-45 group in the area of student behavior.

Activity areas representing problem performance based on district size are also a part of Table 10. Board members for districts under 1000 show needs in the areas of school climate and staff development. Areas of need for districts between 1000 and 4000 include staff selection and staff evaluation. Activity areas in which "performance" ratings exceed "importance" ratings include supervision of instruction and facilities management. Student behavior is in this category for both groups below 4000 students. Activities showing needs for all groups are again community relations and long-range planning. Areas showing significant gaps for both districts below 1000 and below 4000 include curriculum development and program evaluation. Needs related to budget development are specific to both very small and very large districts, but not those of medium size.

Table 11 identifies the behavioral skill areas that are associated with each activity area. Each dependent variable (activity) was examined in terms of the impact of all sixteen

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Table 11 Here

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of the derived behavioral dimensions. In each case, the correlation of all variables with the dependent variable is reported (R), the explained variance is reported (R Squared), and the beta weight of each independent variable remaining in the equation is reported (b). Constants are not reported, since the purpose is analysis, rather than prediction.

The use of Table 11 data is for program planning, rather than for understanding all needs, and the correspondence between activities and skills was not elaborated. One should recognize, however, that there is exceptional utility in designing programs around needed performance activity improvements and coupling appropriate skill areas to that instruction. Skill dimensions attached to topics of instruction should be based on these associations and the particular logic related to the area of instruction. To make best use of that concept, one must design simulations, case studies, or circumstances that will provide behavioral skill examples in which issues or topics (activities) represent the content of the exercise.

This data suggests that fewer skill areas tend to be associated significantly with activities for board members than for principals and superintendents (Douglas and Johnson, 1986, part of this series of studies). This was an expectation, based on role differences; however, those

variations do not represent the topic of this segment of the study. Table 11 does illustrate that from one to three skill areas tend to be clearly associated with each important activity for school board members. In other words, when performance ratings are high (or low), those behavioral skills tend to also be high (or low), eliminating the effects of conflicting or corresponding variables.

Conclusions.

Skill dimensions which show up consistently as skills needing improving, by both descriptive and inferential statistical methods, were judgment, decisiveness, oral communication, risk taking, and stress tolerance. Educational values and political astuteness are also identified. Skill needs peculiar to younger board members include leadership, sensitivity, conflict management, and creativity. Board members from smaller districts would benefit from programs in those same areas; while board members from the very large districts would be helped with development in conflict management and political astuteness.

The most important aspect of the sixteen skill dimensions in terms of the needs assessment model in this study is their use in conjunction with specific activities. That should not preclude development of programs aimed toward a particular skill, but best use of the concept and best instruction should result from the appropriate combinations of administrative activities and the associated--or influencing--skills.

Activity areas for which there appear to be consistent needs for board members include budget development and long-range planning. Program evaluation, school climate, community relations, and staff development are also identified consistently. Other areas are identified to a lesser degree, but could become immportant choices for particular audiences.

The activity area of budget development was seen by most respondents as a high-performance area for board members. It was consistently identified as one of the most important activity areas and, thus, was perceived as a needed area of improvement for board members. Instruction in this activity should be accompanied with skill improvement in judgment and risk taking. Risk taking showed a negative beta, a rating probably appropriate to the activity.

Long-range planning was also seen as a consistent need by all respondents. Programs focusing on this activity should involve process capabilities, as well as the specific skill of judgment.

Program evaluation inservice efforts should include accompanying opportunities for performance practice and instruction in judgment, leadership, and sensitivity. Sensitivity showed a negative beta.

School climate may, in some views, not be seen as an appropriate activity area for boards. Board members, themselves, and principals indicate that the need exists. Programs for board members, on a prima facie basis, should be

designed to focus on the impact of particular decisions--or the manner in which those decisions are made--on climate factors in the school. On the basis of this data, instruction should also include opportunities for performance practice and instruction in the skills of leadership, oral communication, and risk taking. Oral communication was identified with a negative beta.

Inservice efforts designed to improve community relations capabilities, an activity akin to climate, should include opportunities to improve skills in judgment. This particular association suggests--rather strongly--that effective community relations may be more closely associated with the quality of decisions made than with any set of charismatic or interpersonal communication skills.

Staff development training should include opportunities for performance practice and instruction in the skills of judgment and written communication.

Recommendations.

Inservice programs--particularly short-term efforts--can be designed around the development of particular skills, with overall topics chosen on the basis of current interest or personal choices. Skill dimensions identified by both descriptive and inferential methods included: oral communication, judgment, decisiveness, stress tolerance, risk taking, and creativity. All of these can be translated into training programs, either directly or as part of a larger topic or activity. Efforts should be made to develop

programs in this direction.

Skills and activities that are shown as needs of particular groups, such as age or size groups, should be designed directly toward those special audiences.

Within the context of the model chosen, instruction for board members should provide content and simulations to improve performance in broad activity areas. Those programs should also provide opportunities for practice and consequent instruction in associated skill areas, providing opportunities within activity topics for specific skill development. Skills to be included within each activity module should be selected on the basis of known associations as shown in this study and on the basis of logical relationships.

Designing inservice programs for board members should focus on the most important activities as perceived by board members and other school professionals, on those activities where perceived needs are greatest, and those activities with perceived needs for particular schools. The program design should focus on simulations, role-playing exercises, or case studies with topics based on major issues or problems related to that activity. The selection of exercises should be those known to produce opportunities for the display of needed skills.

Best instruction for board members, and other groups of school managers, will be direct instruction. Training programs should be designed to provide practice opportunities

with skill coaching. They must also include--always--direct instruction in the processes and fundamentals of the activity, as well as direct instruction in the various elements related to effective performance of particular skills.

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Table 1.

Skill Dimensions and Activity Areas Listed in order of Percentage Differences between Importance Ratings and Performance Ratings for School Board Members. N=88

Skill Dimensions with Percentage Gap above 10% (Highest First)	Skill Dimensions with Ratings below the Mean (Lowest Rating First)
1. Judgment	1. Risk Taking
2. Oral Communication	2. Oral Communication
3. Decisiveness	3. Creativity
4. Stress Tolerance	4. Written Communication
5. Risk Taking	5. Org. Ability
6. Sensitivity	6. Conflict Management
7. Educational Values	7. Problem Analysis
Activity Areas with Percentage Gap above 10% (Highest First)	**Activity Areas with Ratings Below the Mean (Lowest First)**
1. Long-Range Planning	1. Supervision of Inst.
2. Community Relations	2. Curriculum Development
3. Program Evaluation	3. Staff Evaluation
4. School Climate	4. Student Behavior
5. Budget Development	5. Staff Development
6. Staff Development	6. Student Activities

Table 1 (Continued)

Skill Dimensions and Activity Areas Listed in order of Percentage Differences between Importance Ratings and Performance Ratings for School Board Members. N=88

STRENGTHS--Skill Dimensions	STRENGTHS--Activity Areas
1. Educational Values	1. Community Relations
2. Range of Interests	2. Budget Development
3. Personal Motivation	3. Facilities Management
4. Sensitivity	4. Long-Range Planning
5. Judgment	5. School Climate
6. Political Acuity	6. Staff Selection

Table 2.

Discrepancies between Rankings of all Respondents Perceptions of Importance and School Board Members' Performance. N=88.

Skills	Imp.	Perf.	Activities	Imp.	Perf.
Prob. Anal.	12	10	Curr. Dev.	9	13*
Judgment	1	5*	Super. of Inst.	14	14
Org. Ability	16	12	Program Eval.	5	7*
Leadership	9	9	Staff Selection	8	6
Sensitivity	4	4	Staff Eval.	11	12
Decisiveness	3	8*	School Climate	4	5
Range of Int.	13	2	Budget Dev.	3	2
Personal Mot.	14	3	Student Act.	10	9
Ed. Values	2	1	Records and Acctg.	12	8
Stress Tolerance	5	7*	Student Behavior	13	11
Oral Comm.	6	15*	Community Rel.	2	1
Written Comm.	15	13	Facilities Mgt.	7	3
Conflict Mgt.	10	11	Staff Development	6	10*
Political Acuity	7	6	Long-Range Plnng.	1	4*
Risk Taking	8	16*			
Creativity	11	14*			

* Importance/Performance Gap Greater than 1 Rank.

Table 3. Ratings on Skill Dimensions, Kansas Board Members

	IMPORTANCE-BD	PERFORMANCE-BD
PA	5.03	4.66
JU	6.27	5.76
OA	4.19	4.51
LE	5.15	4.67
SE	5.64	4.82
DE	5.59	4.68
RI	4.89	5.03
PM	4.75	4.90

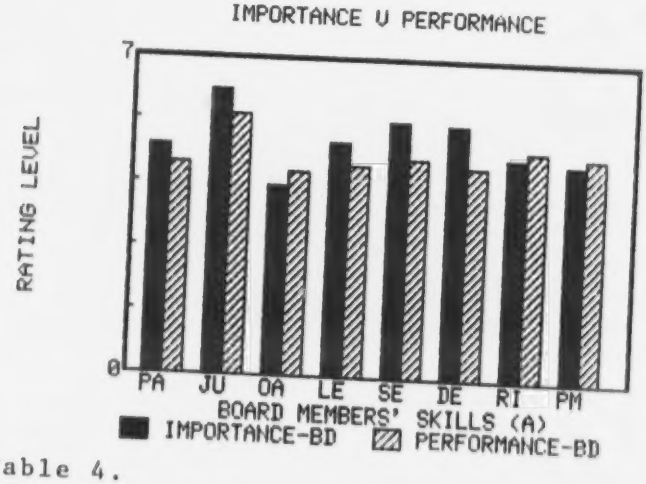

Table 4.
Ratings on Skill Dimensions, Kansas Board Members.

	IMPORTANCE-BD	PERFORMANCE-BD
EV	6.01	5.27
ST	5.61	4.63
OC	5.55	4.37
WC	4.17	4.51
CM	5.05	4.62
PO	5.35	4.75
RT	5.18	4.29
CR	4.97	4.48

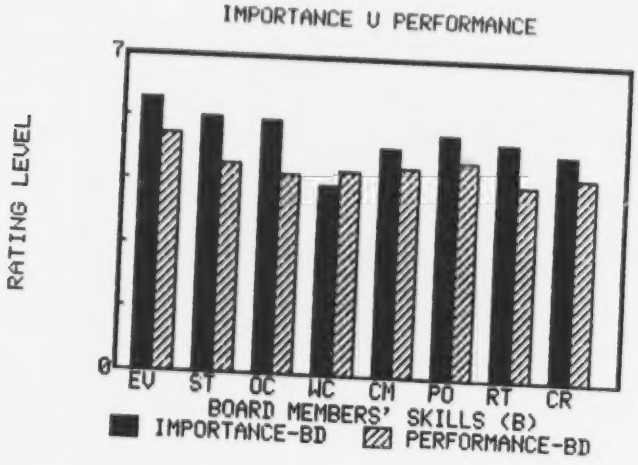

Table 5. Ratings on Skill Dimensions, Kansas Board Members

	IMPORTANCE-BD	PERFORMANCE-BD
CUR	3.95	3.85
SPR	2.96	3.62
EVL	5.04	4.27
SEL	4.07	4.41
ST	3.88	4.06
CL	5.32	4.49
BGT	5.58	4.81

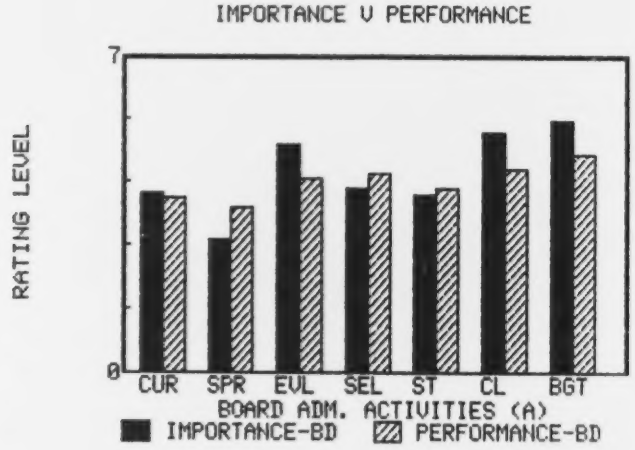

Table 6.
Ratings on Activities, Kansas Board Mebers

	IMPORTANCE-BD	PERFORMANCE-BD
STD	4	4.26
ACC	3.82	4.17
BEH	3.65	4.13
COM	6.19	4.92
BLD	4.76	4.81
SDV	4.76	4.17
PLN	6.32	4.54

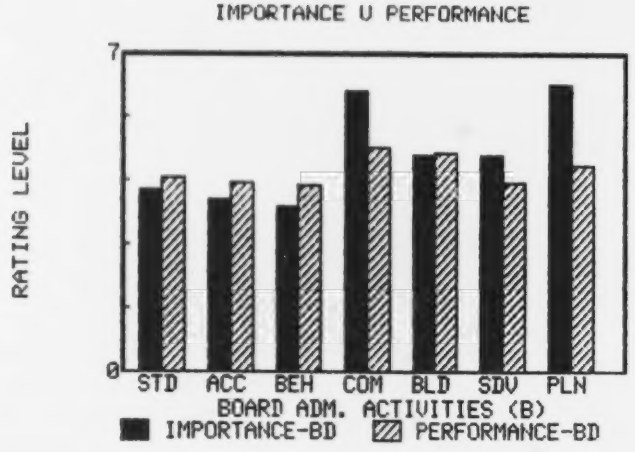

Table 7.

Discrepancy Between Importance Ratings and Performance Ratings of Principals' Skill Dimensions as Perceived by Kansas School Board Members, Superintendents, and Principals. Significance Levels as measured by Wilcoxon's Matched-Pairs Signed-Ranks Test.

Skill Dimension	Board Members	Superintendents	Principals
Problem Analysis	.01*	.04*	.16
Judgment	.00*	.00*	.00*
Organizational Ability	.01*	.00*	.00*
Leadership	.00*	.00*	.00*
Sensitivity	.00*	.00*	.00*
Decisiveness	.00*	.00*	.00*
Range of Interests	.61	.10	.06
Personal Motivation	.27	.29	.32
Educational Values	.15	.00*	.02*
Stress Tolerance	.01*	.00*	.00*
Oral Communication	.04*	.00*	.00*
Written Communication	.54	.06	.00*
Conflict Management	.10	.00*	.00*
Political Astuteness	.79	.11	.63
Risk Taking	.01*	.00*	.00*
Creativity	.01*	.00*	.00*

*P <= .05

Table 8.

Discrepancy Between Importance Ratings and Performance Ratings of Principals' Activities as Perceived by Kansas School Board Members, Superintendents, and Principals. Significance Levels as measured by Wilcoxon's Matched-Pairs Signed-Ranks Test.

Activities	Board Members	Superintendents	Principals
Curriculum Development	.03*	.00*	.01*
Supervision of Inst.	.06	.00*	.00*
Program Evaluation	.04*	.00*	.00*
Staff Selection	.01*	.00*	.00*
Staff Evaluation	.00*	.00*	.00*
School Climate	.08	.01*	.00*
Budget Development	.93	.71	.56
Student Activities	.41	.11	.30
Records and Accounting	.33	.06	.95
Student Behavior	.05*	.02*	.23
Community Relations	.01*	.01*	.01*
Facilities Management	.05*	.04*	.13
Staff Development	.03*	.00*	.00*
Long-Range Planning	.14	.00*	.03*

*P <= .05

Table 9.

Discrepancy Between Importance Ratings and Performance Ratings of Principals' Activities as Perceived by Kansas School Board Members, Superintendents, and Principals, when Principals are grouped by Age and Student Population of the District. Significance Levels as measured by Sign Tests.

Skill Dimensions	Principals		Principals	
	Under 45	Over 45	Under 6000	Over 6000
Curriculum Dev.	.54	.00*	.36	.63
Supervision of Inst.	.08	.00*	.05*	.08
Program Evaluation	.01*	.00*	.00*	.14
Staff Selection	.99	.00*	.99	.07
Staff Evaluation	.84	.00*	.08	.83
School Climate	.15	.11	.04*	.49
Budget Development	.00*	.86	.00*	.03*
Student Activities	.29	.68	.05*	.28
Records and Acctng.	.50	.99	.11	.77
Student Behavior	.00*	.36	.00*	.85
Community Relations	.00*	.04*	.00*	.00*
Facilities Mgt.	.50	.06	.28	.78
Staff Development	.00*	.00*	.10	.32
Long-Range Planning	.00*	.01*	.00*	.00*

*P <= .05

Table 10.

Regression Analysis of each Activity for Principals and Sixteen Associated Skills. Stepwise Multiple Regression.

Activity	Skill	Beta	R	R SQ
Curriculum Dev.	Political Astute..	.4124	.6449	.4159
	Ed. Values	.3204		
Supervision of Inst.	Per. Motivation	.2909	.5589	.3124
	Rnge. of Int.	.2200		
	Conflict Mgt.	.1926		
Program Evaluation	Political Astute..	.3468	.5921	.3506
	Judgment	.3073		
Staff Selection	Per. Motivation	.2975	.5027	.2527
	Political Astute..	.2592		
Staff Evaluation	Political Astute	.3981	.5730	.3284
	Leadership	.2695		

Table 10 (Continued).

Regression Analysis of each Activity for Principals and Sixteen Associated Skills. Stepwise Multiple Regression.

Activity	Skill	Beta	R	R SQ
School Climate	Sensitivity	.3346	.5347	.2860
	Political Astute.	.2800		
Budget Development	Ed. Values	.2550	.3897	.1519
	Written Com.	.2064		
Student Activities	Ed. Values	.3145	.3145	.0988
Records and Acctng.	Ed. Values	.3606	.4413	.1948
	Oral Com.	.1788		
Student Behavior	Judgment	.3171	.5737	.3291
	Political Astute.	.3162		
Community Relations	Rnge. of Int.	.3954	.6491	.4213
	Sensitivity	.3613		

Table 10 (Continued).

Regression Analysis of each Activity for Principals and Sixteen Associated Skills. Stepwise Multiple Regression.

Activity	Skill	Beta	R	R SQ
Facilities Mgt.	Leadership	.3191	.5137	.2638
	Political Astute.	.2830		
Staff Development	Ed. Values	.3315	.6264	.3924
	Org. Ability	.2209		
	Rnge. of Int.	.2156		
Long-Range Planning	Rnge. of Int.	.2753	.6934	.4808
	Political Astute.	.2263		
	Leadership	.2802		
	Problem Analysis-	.2925		
	Per. Motivation	.2484		